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Secondary School Examination-2020

Marking Scheme – English Language and Literature

(SUBJECT CODE : 184) (PAPER CODE : 2/4/3)

General Instructions: -

1. You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully. **Evaluation is a 10-12 days mission for all of us. Hence, it is necessary that you put in your best efforts in this process.**
2. Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one's own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. **However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and marks be awarded to them. In class-X, while evaluating two competency based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, marks should be awarded.**
3. The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
4. Evaluators will mark (✓) wherever answer is correct. For wrong answer 'X' be marked. Evaluators will not put right kind of mark while evaluating which gives an impression that answer is correct and no marks are awarded. **This is most common mistake which evaluators are committing.**
5. If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
6. If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
7. If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out.
8. No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
9. A full scale of marks **0-80** has to be used. Please do not hesitate to award full marks if the answer deserves it.
10. Every examiner has to necessarily do evaluation work for full working hours i.e. 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines).
11. Ensure that you do not make the following common types of errors committed by the Examiner in the past:-
 - Leaving answer or part thereof unassessed in an answer book.
 - Giving more marks for an answer than assigned to it.
 - Wrong totaling of marks awarded on a reply.
 - Wrong transfer of marks from the inside pages of the answer book to the title page.
 - Wrong question wise totaling on the title page.
 - Wrong totaling of marks of the two columns on the title page.
 - Wrong grand total.
 - Marks in words and figures not tallying.
 - Wrong transfer of marks from the answer book to online award list.

- Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
 - Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
12. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks.
 13. Any unassessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
 14. The Examiners should acquaint themselves with the guidelines given in the Guidelines for spot Evaluation before starting the actual evaluation.
 15. Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
 16. The Board permits candidates to obtain photocopy of the Answer Book on request in an RTI application and also separately as a part of the re-evaluation process on payment of the processing charges.

**Secondary School Examination
March 2020
Marking Scheme – : English Language and Literature(184)
(PAPER CODE : Set- 2/4/3)
Section-A (Reading)**

(20 Marks)

1. Objective: To comprehend the passage

1 x 8=8 Marks

To identify the main points from the text

Marking: 8 marks - 1 mark for each correct answer.

No penalty for spelling, punctuation or grammatical mistakes

Read the following passage carefully.

1.1 On the basis of your reading of the above passage, answer the following questions.

(a) The Dancing Girl belongs to

Ans. (i) Mohenjo-daro.

(b) In the museum she's kept among

Ans (iii) terracotta animals.

(c) Which information is not given in the passage?

Ans (iv) She cannot be rediscovered as she's bronze.

(d) 'Great Art' has power because

Ans (i) it appeals to us despite a passage of time

(e) The jewellery she wears

Ans (iv) Neither (i) nor (ii) is correct.

(f) She reminds us

Ans (ii) why museums in our country are exciting.

(g) The synonym of the word "among" in paragraph 1 is _____

Ans amid.

(h) The size of the dancing girl is equal to the length of the human palm. (True/False)

Ans True

2. Objective: To comprehend the passage

To identify the main points from the text

Marking:-2 marks each

No penalty for spelling, punctuation or grammatical mistakes

Read the following passage carefully.

2.1 On the basis of your reading of the above passage, answer the following questions in 30 – 40 words each: **2 x 4=8 Marks**

(a) Write one advantage and one disadvantage of allowing every family member to be a part of the decision-making process.

Ans. Advantage: every member of the family has a say in every decision / voice their opinion / promotes a sense of togetherness and bonding. (any one)

Disadvantage: there is chaos / feelings injured / grumbling members / tempers rise (any one).

(b) In today's world, what are parents asking their kids?

Ans. to take decisions at a very early age / the cuisine they prefer / the movie that they want to see / the holiday they wish to go on / the subjects they wish to study (any two).

(c) Which two pieces of advice does the writer give to the parents?

Ans. listen to children and their silences / ensure that you keep some time aside for them / insist that they share their stories with you /step into their world / spend at least half an hour of quality time with children (any two).

(d) The passage supports the parents. How far do you agree with the author's views? Support your view with a reason.

Ans. Agree with the author's view. – parent's well -meaning advice / empowering their kids to take their own decision (any other relevant point to be accepted)

Disagree with the author's views – children question choices and prefer to go with the flow/ children consult and guide each other (any other relevant point to be accepted)

2.2 On the basis of your reading of the above passage, answer the following: **1x4=4 Marks**

Marking: - One mark each

No penalty for spelling, punctuation or grammatical mistakes

(a) The synonym of 'hurt' as given in paragraph 2 is _____

Ans. injured

(b) The word which means the same as 'a style or method of cooking' in paragraph 4 is

Ans. (i) cuisine

(c) The antonym of 'agreeable' as given in paragraph 5 is _____

Ans. conflicting

(d) The antonym of 'simple' as given in paragraph 6 is

Ans. (ii). Complicated

Section B
(Writing and Grammar)

(30 Marks)

3. Letter

You are T.K.Pramod Kumar/P.V.Pramodini, 22 Church Road, Chennai. Last week you placed an order for the supply of a few items of furniture. On receiving the furniture you found that some items were damaged and some not according to specifications. Describing the shortcomings, write a letter (100 - 150 words) of complaint to the supplier, Sri Rama Furniture Mart, Mint Road, Chennai asking for an immediate replacement

Objective: - To use an appropriate style and format to write a formal/an informal letter

Note: - No marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presenting his/her own ideas

Format - 1 Mark

- i. sender's address
- ii. date
- iii. receiver's address
- iv. subject/heading
- v. salutation
- vi. closing (complimentary close, signature, making proper paragraphs)
- vii. enclosures (optional)

Content - 4 Marks

Expression: 3 Marks (coherence, relevance of ideas (1½ marks)

(Accuracy, appropriate words and correct spellings (1½ marks)

Value points:

- reference, Bill Number, Receipt no., Date of purchase
 - order of furniture with specifications
 - defects
 - not according to their specifications
 - replacement to be requested.
- (Any other relevant point.)**

OR

Article

The traffic situation in our towns is quite complex. There are all sorts of vehicles from bullock carts to fast moving cars. Sometimes this leads to traffic jams and air pollution. Write an article in 100 -150 words for your school magazine on 'Increasing Traffic on our Roads'. You are Astha/Ashwani.

Format - 1 Mark

Title- ½ mark and name of the writer – ½ mark

Content - 4 Marks (any other relevant point besides the hints given)

Expression - 3 Marks

- coherence and relevance of ideas and style –1½ marks
- grammatical accuracy, appropriate words and spellings – 1½ marks

Value points:

- increasing number of vehicles
- traffic jam
- air pollution

- growing need for comfortable travel
 - vehicles are status symbols
 - non utilization of public transport
 - bottle necks/road works/ peak hour
 - rush/rash driving
 - lack of patience and civic sense
 - malfunctioning signals
 - stray animals
 - disobeying traffic rules
 - solution: Car pooling, public transport usage etc.
- (Any other relevant point)

4. Complete the following story in 150 – 200 words:

10 Marks

This morning when I woke up and looked in the mirror, I did not recognize the face looking back at me. "This is not me, " I cried aloud.

Title - 1 Mark

Content - 4 Marks

Expression - 5 Marks

-coherence, relevance of ideas -2½ marks

-accuracy, appropriate words and correct spellings -2½ marks

Suggested Value points: Hints/Lines given in the question paper can be used anywhere in the story

OR

Taking help from the cues given below, develop a story in 150 to 200 words : 10

Old farmer - all his sons lazy - farmer dying - called all his sons - told them of a treasure - hidden in the fields - to find it they must dig it - then died - sons dug every bit of the land - no treasure - sowed the corn - a very fine crop - sons learnt a lesson.

Title - 1 Mark

Content - 4 Marks

Expression - 5 Marks

-coherence relevance of ideas - 2½ marks

-accuracy, appropriate words and correct spelling - 2½ marks

Suggested outline to be developed.

5. Complete the paragraph given below by filling in the blanks choosing the correct options from those that follow

Objective: To use grammatical items accurately and appropriately

Marking: 1 mark for each correct answer. (Any Four)

1 X 4 = 4 Marks

(a) (iii) knows

(b) (iii) will

(c) (iii) the

(d) (iv) can

6. . Write the error and the correction in your answer-book against the correct blank number.

Objective: To use grammatical items accurately and appropriately

Marking: 1 mark for each correct answer

1 X 4 = 4 Marks

(½ mark for error identification and ½ mark for correct answer)

	ERROR	CORRECTION
The passengers were waiting at the platform when five policemen <u>rushing</u> into <u>difference</u> compartments of the train. After <u>sometimes</u> one of them <u>comes</u> out with two young men	(a) rushing (b) difference (c) sometimes (d) comes	rushed different sometime came

7 Rearrange the following words and phrases to form meaningful sentences. **1X4=4 Marks**

Objective: To reorder sense groups into syntactically coherent and complete sentences

Marking: 1 mark for each correct sentence

(a) I decided to join college at the age of thirty five.

or

At the age of thirty five I decided to join college.

(b) I was not worried about my ability to study.

(c) I was a grown up woman and not a confused teenager.

(d) I realised very soon that the teenagers were better than me.

Or

Very soon I realized that the teenagers were better than me.

Section - C

(Literature: Text Books - 30 marks)

8. Read the extract given below and answer the questions that follow:

1X4=4 marks

Objective: To test local and global understanding of the literary text

Marking: One mark for each correct answer

(a) What are the trees trying to do?

Ans.(a) trees moving out into the forest/shifting to natural habitat/trees symbolizing women at home coming out of their confinement

(b) Why was the forest empty?

Ans.(b) trees planted at home/within four walls/ No trees.

(c) All these days, the forest referred to here was _____.

Ans.(c) (ii) empty

(e) The figure of speech used in these lines is _____.

Ans.(d) (iii) personification

OR

(a) Who is 'you' here?

Ans.(a) (i) Fowler

(b) Ausable was a native of _____ .

Ans.(b)(iii) the U.S

(c) 'You' believed that Ausable was a _____.

Ans.(c) secret agent / spy dealing in espionage/ lived dangerously.

(d) He spoke French like an _____

Ans. American

9. Answer any five of the following questions in 30 – 40 words each 2 x 5=10 Marks

Objective: To test local and global comprehension, themes and ideas of the text

Marking: 2 marks for each correct answer (any five)

- Content - 1 mark
- Expression – 1 mark

(a) Why did Lencho's happy mood change into concern?

Ans.(a) Lencho- initially happy- ripe corn in his field / unhappy when hailstorm destroyed crops/ thought of starvation/ disappointed. (any two)

(Any other relevant point)

(b) What did Nelson Mandela remember on the day of the inaugural ceremony ?

Ans.(b) Overwhelmed / historic inaugural ceremony/ Nelson Mandela recognized : Racial domination against dark skinned people/ New society to be born/ humanity to be proud of struggle for justice , peace and human dignity/ sacrifices/freedom from white supremacy. (Any two)

(any other relevant point)

(c) What vices in human beings does Whitman notice? (Animals)

Ans.(c) humans sweat & whine / complain about their condition, regret sins/ greedy/ disrespectful to each other/ dissatisfied. (any two)

(any other relevant point)

(d) Why did Bholi dislike Bishamber?

Ans.(d) Bholi disliked Bishamber / humiliated her father / demanded dowry of Rs. Five thousand /greedy man /contemptible, cowardly (any two)

(any other relevant point)

(e) How did Richard Ebright's mother help him?

Ans (e) Richard Ebright's mother supportive / helpful/ unending encouragement in learning/ life force/companion/ bought books, telescope , microscope, camera and other equipment/took him on trips/ brought friends to do things together/ found work for him/spent entire evening at the dining table with him. (any two)

(any other relevant point)

(f) In which queer way did Anil make a living?

Ans.(f) Anil borrowed for one week and lent the next week/wrote for magazines/ sold a book to a publisher. (any two)

(any other relevant point)

10. What lesson on death and suffering did the Buddha teach Kisa Gotami in the chapter, 'The Sermon at Benares'? (100 – 150 words) **8 Marks**

Objective: To test local and global comprehension, themes and ideas in the text.

Marking: Content- 4 marks

Fluency-2 marks

Grammatical Accuracy- 2 marks

Value points: (Minimum four points)

- the Sermon at Benares.
- The Buddha changed Kisa's thinking.
- simple act
- grief makes one sick.
- Kisa's son died.
- grieved by the loss of her child.
- asked for medicines to cure.
- Buddha asked her to procure a handful of mustard seeds-from where none had ever died.
- Kisa realised death is common to all.
- she had been selfish in grief.
- no one is immortal.
- peace of mind and blissful-state of mind.
- overcame sorrow.

(any other relevant point)

OR

Whenever we want to achieve something, difficulties always come in our way. What did Valli have to do to go and ride in a bus? (Madam Rides the Bus) (100 -150 words)

Objective: To test local and global comprehension, themes and ideas in the text.

Marking: Content- 4 marks

Fluency- 2 marks

Grammatical Accuracy- 2 marks

Value points: (Minimum four points)

- Valli developed overwhelming desire to ride the bus.
- planned to take a bus ride
- gathered detailed information about bus journey and experience.
- started collecting every stray coin.
- controlled her temptations to buy peppermints, toys and balloons.
- resolutely stifled a strong desire to ride on the merry go round
- saved sixty paise
- had to slip out of the house without her mother's knowledge when she took nap in the afternoon
- she took one o'clock bus and experienced a bus ride
- looked longingly at the passengers: was thrilled

(any other relevant point)

11. We should be happy with what we have and should not crave for what we don't have. Matilda suffered in her life because she was not contented. Comment. (The Necklace) (100 – 150 words) **8 Marks**

Objective: To test knowledge and appreciation of the text.

Marking: Content- 4 marks

Fluency- 2 marks

Grammatical Accuracy- 2 marks

Value points: (Minimum four points)

THE NECKLACE

- not content with life.
- aspired for a life of riches and luxury.
- determined to shine at the ball
- borrowed a diamond necklace from her friend Mme Forestier.
- she was the centre of attraction at the ministerial ball.
- dream was shattered when the borrowed necklace was lost.
- forced to take huge debts to buy a new diamond necklace.
- took ten years for the repayment of debts at the cost of her youth, beauty and grace to realise in the end that the diamond necklace was actually false/artificial/fake.

(any other relevant point)

OR

A brilliant scientist though he was, Griffin misused his scientific discovery. Illustrate this point by giving any two examples from the story. (Footprints without Feet) (100 - 150 words)

Objective: To test knowledge and appreciation of the text.

Marking: Content- 4 marks

Fluency- 2 marks

Grammatical Accuracy- 2 marks

Value points: (Minimum four points)

- discovered a drug for invisibility
- stole clothes and food from London store.
- attacked a shopkeeper from behind & robbed him of all the money he could find
- burglary committed by Griffin at the Clergyman's house.
- indulges in childish pranks.
- short tempered, violent and lawless.
- attacked people without provocation
- troubled Mr. and Mrs. Hall
- incidents related to his escape from Iping.

(any other relevant point).
